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ABSTRACT

This proceedings addresses issues within the area of Indian education. The papers are categorized into four sections. The section "Theoretical Contributions" includes papers that: (1) advocate a commitment to the future of creative ethnicity and a regard for the past of tribalism; (2) offer a framework as a means of better understanding the task of providing meaningful schooling to Indian children; and (3) describe myths and research and suggest empowering Indian communities to conduct research. The papers in the "Theory into Practice" section discuss applications of theory for educators, including: (1) designing a holistic framework of the child in the school-community environment; (2) a critique of existing school literature programs in which Native literature is absent; and (3) an integrated view of the Indian learning style, based on the theories of Alfred Adler. The third section, "Community-Based Contributions" contains: (1) a summary of the "Seeking New Directions" project focusing on the practical educational and clinical responses to substance abuse and youth in crisis; and (2) a description of a curriculum development project that aimed to maintain the Micmac language. The fourth section, "Case Studies," includes papers that: (1) review the struggle by the people of Chapel Island Research to provide culturally relevant schooling for their children; (2) describe an experimental program in cognitive development for intermediate students; and (3) describe ethnic prejudice among high school students. The final section is a single paper reporting on a survey of educational attitudes in the Indian community. (KS)